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# Unity in Ideal and Motive

SYLLABUS FOR FACULTY DISCUSSION,

WEDNESDAY, OCTOBER 17, 1900.

Francis W. Parker

## I. THE IDEAL.

- (a) An ideal school is an ideal community.
- (b) An ideal community is that condition of society in which the educative activities of each member are fully and completely engaged.
- (c) The end and aim of educative activities is to make the community ideal; that is, the activity of each member of the community is concentrated upon complete living.
- (d) The members of the community concentrate upon that work, play, and rest which fills the day with the highest and best life—life that means continuous growth and development of the individual and of the community.

## II. ORDER.

- (a) Order means the help that one member of the community gives to all the other members. When each member of the community (including the teacher) gives the best help for the good of the community there is perfect order.
- (b) Order is the most economical use of personal energy for the good of the whole.
- (c) The sole function of the teacher is the organization of ideal community life, the development of sound public opinion.
- (d) All rules needed for the government of the community should be the outgrowth of the most careful and thorough deliberation on the part of its members.
- (e) The faculty of the school necessarily takes the initiatory steps in such rules.
- (f) Each teacher, pupil, and student is responsible for the order of the whole school to the limit of his personal ability.
- (g) The harmony of a school means the comprehensive understanding and complete application on the part of each of the rules thus made. The exercise of that charity and courtesy which is intrinsic in the best individual life is the beauty of community life.

III. The teacher is a model citizen of a school community.

1. Every teacher should be a model house-keeper, taking the best care of books, apparatus, and all materials, and exercising always that economy which is needed for the highest efficiency.
2. The teachers should be prompt in the performance of their duties, prepare for every recitation, attend all meetings; in fact, do what they require their pupils to do; for instance:
3. The teachers should attend the morning exercises and join heartily in them, so as to give a strong impulse to a good day's work.
4. Whenever there is a request for a report, a question to be answered on paper, an outline or syllabus to be made, it should be done promptly in the best possible manner and on time. This rule should be obeyed without fail, sickness or other unavoidable disabilities alone preventing.
5. All the rules and regulations of the school should be strictly and impartially carried out by each teacher.

## IV. CONCENTRATION OF EFFORT.

Educative concentration is the bringing to bear of all the powers of the mind and the soul upon the one ideal of citizenship, community life, complete living.

1. There should be full, hearty, and complete recognition, approval and indorsement on the part of each teacher of the value of every other subject of thought or skill that is taught in the school.
2. This recognition can be brought about in various ways:
  - (a) By constantly drawing upon the knowledge and skill gained in other departments and other grades, and so calling attention to their use and relation. For instance, how absolutely necessary a knowledge of geography is to the study of history. Use history in teaching geogra-

phy; science in teaching all subjects; different modes of expression to reinforce thought, and mathematics for accuracy and clearness of thought.

(b) By questioning pupils closely to find out what power they have gained in other departments or grades.

(c) By indorsing cordially and warmly in all class-work every related subject, thus leading to its use in correlation with the subject in hand.

V. Each teacher should be the active, energetic assistant of every other teacher.

1. Each teacher should try to get clear and distinct ideas of the relative value to his own subject of all other subjects.

2. To this end, each teacher should visit and inspect the work of all the faculty. They should visit classes whenever possible. The least depreciation of the work of another in the school has a malign influence.

3. Each teacher should make genuine, open, and frank criticisms to the teacher whose work seems open to criticism, and should bring the criticisms, when necessary, before the faculty. All differences of opinion should be brought before the faculty.

4. A teacher should be careful not to give snap judgments or opinions that are not supported by the soundest principles.

NOTE.—A specialist is generally modest, careful and cautious in regard to the subject which he is really studying, but too often confident and presumptuous in regard to subjects of which he knows little or nothing. A teacher may succeed in one subject, and through his success feel that he is competent to judge all others. Thus many teachers hinder growth by not recognizing the value of subjects they have not studied. If there is a subject taught in the school which is not of intrinsic value, both in itself and in its relations to other subjects, the teaching of that subject should be criticised and its weakness exposed in faculty meeting.

VI. Each teacher should make every other teacher his active, energetic assistant.

1. The teacher of a subject should use all possible means at the weekly meetings, and in all his teaching, to permeate the faculty with the value of what he is teaching.

2. He should present the principles and

methods of his subject, explain and defend them.

3. He should criticise the work of the school, and show where, in his opinion, his subject is not used to the best advantage.

4. He should get all the teachers in the faculty to assist him in his particular teaching. For instance, the teacher of writing should insist in every possible way that every other teacher should be also a teacher of writing. The same may be said of drawing and painting, and, in fact, of all subjects. The teacher of psychology should see that the fundamental laws of mental action are followed in their application and educative work. It will be understood that none of these ends can be brought about by command or by fixed rules. Each teacher must get every other teacher to assist him because he has the power to make the others understand the intrinsic value of his work.

VII. Modes of expression and physical training.

1. Every teacher should be a teacher of physical training. He should see that his pupils are in the best possible condition for mental and moral action. The air, the seats, the general hygienic conditions should be the care of every teacher, and physical exercises should be used whenever and wherever needed.

2. Teachers of whatever department or grade should be persistent and successful teachers of speech and all that pertains to it; of articulation, punctuation, melody and harmony of language; should be keenly alive to any defect, physical or mechanical, of oral language that obstructs the expression of thought.

3. Every teacher should be an indefatigable teacher of grammar, of correct language both in speech and writing; should discover the idioms that pupils use incorrectly, and use the best means to destroy bad habits in language.

4. Every teacher in reading should give constantly pedagogical instruction in oral reading whenever and wherever it is necessary.

5. The same may be said of all other modes of expression. The teacher should require the best possible penmanship at all times; should use drawing, modeling, painting, and making whenever necessary.

6. The teacher should strive to improve himself in each and all of the modes of expression. He should be constantly practicing in order to enhance skill.

7. The teacher should have excellent taste in all the modes of expression; should follow constantly the great fundamental law of ease; should be able to discriminate between the intrinsic expression of thought and the mere imitation or copying of forms of expression.

8. Every teacher should appreciate the pedagogical benefits of music; should bring it in whenever needed.

9. However unskillful the teacher may be in any mode of expression, he should at least indorse highly and strongly that mode of expression as a potent means of education.

NOTE.—If thirty teachers in the school should join heartily in the teaching of penmanship in the best possible way, and the thirty-first teacher should be indifferent to the teaching of writing, it would be impossible to have the best writing in the school, for pupils will, as a rule, unconsciously indorse the teacher allowing poor work.

### VIII. Child Study.

1. The greatest good that can possibly come out of the united study of the faculty is the presentation by teachers of thorough, careful, and scientific studies of individual pupils.

2. When several teachers are teaching the same pupils, a comparison of notes concerning individuals is of great value.

3. Physical defects should be discovered as soon as possible.

4. Mental diseases induced by wrong education should be thoroughly diagnosed and then discussed by the faculty.

5. The motives of pupils should receive the most thoughtful attention.

6. The invariable rule is that the better you understand a pupil, the better you are able to teach him. Each member of the faculty studies a pupil from a personal standpoint; thus the opinions of all furnish the best basis for a correct diagnosis.

### IX. Pedagogical contributions of each teacher.

1. Each teacher is in his laboratory (class-room) day by day, constantly studying, examining, inspecting, watching the movements of his pupils, constantly preparing lessons and determining their outcome. He must, therefore, make continual discoveries, discoveries of principles, of methods, of details.

2. No teacher can teach a day without making observations which are of intrinsic value to all the faculty.

3. It follows, then, that each teacher should form a habit of contributing all he knows to the whole faculty in the faculty meetings or in private conversations.

## Psychology

Francis W. Parker

Students are again reminded that the study of psychology demands persistent, careful, and prolonged examination of the facts in consciousness. Hitherto we have studied, with some degree of success, the world external to consciousness. Now has come the time, if we are able, to study our internal invisible world, the mind.

The beginnings of psychology are to most persons obscure and confusing. It is a long and very important step from the observation of external objects to the perception of subject-objects, or images. Such study requires steadiness of will, re-

liance on self, and perseverance through obscurity to clearness.

The purpose in the beginning is to give students many points from which to start investigations—points adapted to the abilities of different students. It is not necessary for every student to pursue the same line; in fact, it is well for each student to pursue the line that appeals to her, and then contribute the results for the good of the whole class.

Read carefully over again the "Suggestions," Vol. I, No. 1, COURSE OF STUDY, and "Suggestions," Vol. I, No. 2. Hold your-